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ABSTRACT

A study undertaken to find a satisfactory system of classifying and organizing materials for college or university learning assistance centers discovered that little information had been published. Further investigation revealed that the two major systems used in libraries, the Library of Congress (LC) and Dewey Decimal Systems, were found to be inadequate by learning assistance practitioners. As an alternative to those systems practitioners frequently employed a modified LC scheme or used very broad mnemonic topic designators. No system available was deemed sufficient for a well-developed, comprehensive collection of learning assistance materials. A detailed guide for an alternative scheme for classifying materials and building call numbers which was devised is attached to this paper. Based on the comprehensive curriculum of the California State University at Long Beach and on the materials collection developed during several years of operation of the University Learning Assistance Center, this scheme reflects the special interests and concerns of learning assistance centers. (Author/THC)

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CLASSIFICATION OF LEARNING ASSISTANCE CENTER MATERIALS

by

E. LaVonne Wuertz

IR050774

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CLASSIFICATION OF LEARNING ASSISTANCE CENTER MATERIALS

The literature on college or university learning assistance centers concentrates on the philosophy, management, and physical layout of the centers. It is nearly devoid of comment on how the materials are to be organized and made available effectively to the learning facilitators and patrons. In recognition of the need for study and discussion of the organization of these materials, the administrators of the Learning Assistance Center at California State University, Long Beach (CSULB), requested that the writer search for an established system of organization and make it available to the Center. If a suitable system could not be found, the writer was to devise a system that would serve as a starting point for discussion. This paper describes the unsuccessful search for a suitable established system and the development of a tentative scheme for classifying learning assistance center materials.

The search for an established system involved four steps:

1. Consideration of the two most prominent library classification schemes, Library of Congress and the Dewey Decimal Systems.

2. Searching literature data bases manually and by computer for other classification schemes.

3. Inspecting learning assistance centers in the Los Angeles area.

4. Surveying learning assistance center directors by mail.

The basic feature required of a satisfactory system was that it had to be suitable for a comprehensive learning assistance center, that is, one which provided assistance in a variety of areas. It could not be limited to reading and writing skills or a specific subject field. Preferably, the system would be based on university curriculae rather than be an attempt to systematically classify all knowledge, the primary object of the learning assistance center being to engage patrons in programs which increase their competence in study skills, specific course work, and coping with related problems.

The Library of Congress and Dewey Decimal Systems were rejected on the basis that although they arrange materials systematically, they arrange by subject rather than function. The intricacies of both systems also require considerable experience for their use.

Literature searches, the first in 1979 and followed up intermittently through mid-1983, yielded no appropriate system. Literature which dealt with materials was concerned, for the most part, with cataloging (i.e., description) rather than classification.[1]

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[1]Several sources raised points to consider in any classification system. In particular, see Torrens College of Advanced Education, Underdale, Australia, Developing Special Education Resource Units and Toy Libraries. A Handbook of Procedures for Special Education Research Units and Toy Libraries (Bethesda, Md.: ERIC Documentation Reproduction Service, ED 143 304, 1976), and the Annehurst Curriculum Classification System (ACCS), as explained by Jack R. Frymer in Development and Validation of the Annehurst Curriculum Classification System (Bethesda, Md.: ERIC Documentation Service, ED 138 609, 1977.)

Inspection of six learning assistance centers in the Los Angeles area revealed that organization of materials generally involved placing them in broad categories such as reading or chemistry, etc., with no internal order and little relationship between areas. Two centers used a broad Library of Congress classification, such as ML for music literature, followed by an accession number. This system is sufficient for small collections but would become cumbersome for large collections. For example, PE covers modern English and includes, among other things, spelling, dictionaries, grammar, rhetoric, and readers and textbooks for foreign students. It, therefore, covers a substantial portion of learning assistance center concerns. Its use with only an accession number would result in materials on these various subjects being in one undifferentiated, unsystematic mass. It would be useless for browsing or quick access by a learning facilitator with a good idea of type of material but not specific item immediately needed.[2]

The directors of a few learning assistance centers out-of-state and known to be similar to the center at CSULB were contacted by mail. Most arranged material by broad topic such as reading. None identified, shelved, and retrieved materials by call number. One had developed a complex system of indexing to

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[2]Materials for the remedial reading center at the University of Southern California were classified by the Ransom Reading Management System (San Clemente, CA: n.p. c1975), a scheme developed by Dr. Grayce Ransom of the USC Education Department. While it was too limited in scope for the purposes of this study, it would be useful for amplification of a reading scheme.

supplement the broad topic arrangement but had been unable to maintain the system because of staffing problems.

Because a satisfactory scheme for learning assistance centers did not seem to be available, one was created. In addition to the primary criteria of suitability for a comprehensive learning assistance center, it was based on the following parameters:

1. The scheme should be based on university curriculae.

2. It should be simple to use so it could be applied by someone not trained in library procedures. Yet, it should be sufficiently complex to provide speedy, in-depth access to materials. It should contain unambiguous classes with adequate cross references where problems of interpretation might arise.

3. It should be applicable to all media formats and short enough to be easily applied to film strip containers and cassettes as well as larger items.

4. It should provide for "professional" materials for the learning assistance center as well as direct aids to patrons.

5. It was also felt that the system of notation should be altogether different from the Library of Congress or Dewey systems as long as neither system was to be used. This was to reduce the confusion of patrons familiar with one or other system in the university or college library and to preclude confusing systems if and when the library and learning assistance center catalogs were integrated.

In order to create a classification system, it was necessary to create an outline of learning assistance center

materials. Consequently, the CSULB Learning Assistance Center collection and catalog were studied for broad areas of interest and probable sub-areas. Much of the temporary classification outline in use for Personal Learning Skills was retained but amplified and rearranged in the scheme finally devised. Most other areas were new creations.

Once the outline for materials was created, a notational system had to be selected. A mnemonic system seems easy to use. This is, essentially, what some of the centers visited used in applying a W to all materials on writing, a V to vocabulary, etc. This is sufficient only in a very narrow collection. In broader collections, the cataloger would have to become ever more imaginative in creating classes that matched wording and still would be left with no systematic, consistent arrangement between and within classes. For instance, in the CSULB Personal Learning Skills scheme, if there were no numerico-alphabetical notation, the mnemonic notations would always require referral to a chart to see where they fit. For example:

Numerico-Alphabetical Notation	Classification Description	Mnemonic Notation
I	Study management	SM
II	Major course-related skills	MCRS
A	Study reading	SR
B	Listening/notemaking	LN
C	Classroom tests	CT
D	Writing assignments	WA

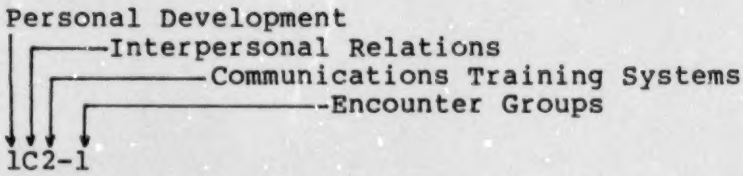
The system is actually coded by colored dots, whereby I is yellow, II is blue, IIA is one blue dot, etc. While the colored dots have proved useful in the past, color is dependent upon always being able to get the same colors, and dots fall off the items. As the collection expands, more colors are required. Perhaps more importantly, when the collection is one day put on computer, the colored dot classification system will be useless. Color will then only be feasible as a shelving device for broad areas. Without the colored dots, the mnemonic notations cease to have any systematic, automatic order.

A number of other notation systems were tried including (1) a combination of letters, whole numbers and decimals, e.g., A1.1.11; (2) assigning each major area a series of numbers in the hundreds, e.g., Personal Learning Skills equaling the 200s subdivided by ones, tens, and decimals; (3) retaining the division by hundreds, but within each hundred, assigning consecutive whole numbers to each element of the outline. Each scheme had drawbacks such as lengthy numbers, filing order problems (decimals), being too similar to Dewey, or difficulties in allowing ample, appropriate room for expansion.

The scheme that was finally decided upon was based, partially, upon the indexing system used at Mountain View College in Dallas, Texas, applied to a broader range of subjects. Each major area of the scheme was assigned a numeral beginning with 1 and following in the order which seemed most logical. Within each area, sub-areas were designated by a letter beginning with A. Subdivisions of the sub-areas were again designated by a number,

and components of the subdivisions were set off by a hyphen and number.

Example



With this system the classification number is kept brief and filing order is simple. All numbers are treated as whole numbers, and filing order is unit by unit from left to right. Expansion within the system is almost unlimited. Additional major areas can be added. Sub-areas can easily be increased to twenty-four [the letters I and O are not used to preclude confusing them with 1s (ones) and 0s (zeroes)] and doubled to forty-eight if necessary. Subdivisions and components have unlimited expansion. If even more specific classification is needed, an additional hyphen and number can be added at the right. Another feature of the system is that the entire collection can be shelved in one continuous order, or whole areas, such as English As a Second Language, can be lifted out and shelved in a separate location.

Making an item available for use requires more than classifying it by subject. Because there may be many items on the same subject, each item requires a unique number for identification, shelving, retrieving, and inventorying. Instructions for building such a call number are included with the attached classification scheme. The method employed is based upon a combination of the ANSCR scheme for classification of sound recordings, the Australian Torrens College of Advanced Education system of classification of special resources and common library practice.

A classification scheme is a system created to organize materials in a logical manner so they can be identified and easily retrieved for use. In the learning assistance center this means they must be accessible to students, student assistants, and learning facilitators. An uncomplicated system is doubly important in a learning assistance center such as the one at CSULB because of the rapid turnover of student assistants and volunteer facilitators.[3] In addition to being simple, the scheme should be quite specific for a large collection so that materials on specific subjects are kept consistently together. This is particularly important to the learning facilitator who has only a half-hour or so to work with each student and frequently must be able to obtain the materials unexpectedly and speedily in addition to tutoring the student within the specified time period. The scheme that has been provided has attempted to meet that need.

There is another need which has not been addressed in this paper, and that is the transition to computer control of the collection. It is believed that the system provided is adaptable to the computer; however, the computer can do much more. For instance, the material can be coded for audience appeals, teaching modality, ability levels, etc. Whether these types of codes are in the classification notation or in the description and subject,

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[3]This system can be made even simpler by classifying only to the sub-area level rather than to subdivisions and components. For example, instead of classifying the Encounter Groups (1C2-1) as in the preceding example, all items on communication training systems could be classes in 1C2 or in 1C, Interpersonal Relations.

analysis of the material will need to be determined. It should be kept in mind that although the computer can handle lengthy classification notations, the items themselves may not have ample room for them.

Problems presented by media format have not been resolved. The decision to integrate media or to shelve by format is determined by space availability, philosophical preference, and security. Frequently, when shelving is by format, a format designator is the first term in a call number. Similarly, when shelving is by format, the shelf list is most often maintained separately for format. This facilitates inventorying and determining the value of different formats in the collection but could break up the shelf list for mixed media kits that are shelved by their separate formats. Once the collection is on computer, however, a shelf list by format could easily be produced. An additional problem created by format is that filmstrips, cassettes, etc., are frequently stored in drawers made for a fixed order. Classifying by subject results in new materials being interspersed amongst the old, thus necessitating rearranging of materials. This becomes much more time consuming than sliding books down a shelf to make room for others. In the system presented with this paper, the format designator is part of the third term of the call number; and the decision on shelving is left to the individual center.

The emphasis of this project was to be on classification systems. Hence, there has been no discussion of cataloging practices. It is, however, recommended that a consistent cataloging

system be employed. An excellent guide is Tillin and Quinley's Standards for Cataloging Nonprint Materials.[4] This could also be adapted to print materials.

The physical entity that the classification scheme creates is a shelf list; that is, as it provides a means of identifying, shelving, and retrieving materials, it creates a list which duplicates the order of materials on the shelves. It is desirable also to have a subject catalog completely separate from the shelf list and employing additional terms for access to the materials. However, having both a shelf list and a subject catalog increases the complexity of cataloging and the time required due to (1) assignment of subject headings (i.e., indexing terms), and (2) duplication of cards, either by hand or via a commercial duplicating process. These problems should be substantially minimized once the collection is on computer. For subject analysis, a standardized thesaurus of descriptors appropriate to learning assistance should be sought or, if unavailable, created. At present, the index to the attached classification scheme could be adapted to serve for a start.

It is hoped that the classification scheme presented in the following pages will prove useful to learning assistance. It is recognized that it is far from complete and, perhaps, will raise more questions than it solves; but it at least may serve as a point of departure for discussion.

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[4]Alma M. Tillin and William J. Quinley, Standards for Cataloging Nonprint Materials, 4th ed. (Washington, D.C.: Association for Educational Communications and Technology, 1976.)

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LEARNING ASSISTANCE CENTER MATERIALS

CLASSIFICATION SCHEME

by

E. LaVonne Wuertz

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GUIDE

Materials for the learning assistance center have been divided into nine basic classes represented by numbers. These are:

Class No.	Name of Class
1	Personal Development
2	Personal Learning Skills
3	English As a Second Language
4	Standardized Tests
	Curriculum Aids
5	Humanities and Fine Arts
6	Social and Behavioral Sciences
7	Science and Engineering
8	Occupational-Professional Development
9	Learning Assistance Support Systems

Each class has been divided further into sub-classes represented by upper-case letters, for example:

2	Personal Learning Skills
N	Dictionary and Vocabulary

Each sub-class has been divided into components represented by hyphens and numerals, for example:

Class	2	Personal Learning Skills
Sub-class	N	Dictionary and Vocabulary
1st component	3	Vocabulary Building (General)
2nd component	-1	Prefixes

These letters and numbers, when written horizontally and sequentially, are the classification number for an item on prefixes: 2N3-1.

Nowhere has the classification number been divided into more than four parts. If that becomes necessary, the next component should be separated from the previous one by a punctuation mark other than a period or diagonal. Another hyphen is recommended. A period might seem to indicate a decimal and would thus confuse filing order.

Examples

5A4-1-1
5A4-1-2
5A4-1-112

} filing order with no confusion due to punctuation

5A4-1.1
5A4-1.112
5A4-1.2

} possible confusion resulting from use of decimals

The diagonal has been reserved for other use.

To ascertain which combination of numbers and letters is required to classify an item, the user should:

1. Determine an appropriate subject descriptor for the item.

2. Then, until the scheme becomes familiar, turn to the index to find the actual classification descriptor and location.

3. Turn to the area of the scheme designated in the index for confirmation of the appropriateness of the index descriptor.

Building a Call Number

After a classification number has been assigned to an item, further designation is necessary to distinguish between various items within a classification. The recommended method for this system is to code the item by title, part, format,[1] and copy number. These designations are the most essential for shelving and inventory purposes. Each of these designations will henceforth be referred to as "terms."

Example

Classification No.	Term 1
Title code	Term 2
Part No. and format	Term 3
Copy No.	Term 4

Term 1

Term 1 consists of the classification number which is formed as explained on previous pages.

Term 2

Term 2 is formed by combining the first letter of each of the first three words in the title, excluding prepositions, articles, and conjunctions.

Title	Term 2
Foundation Course in Spanish	FCS
A Manual for Writers of Term Papers, Theses, and Dissertations	MWT

If the title consists of only two substantial words, use the first letter of each.

---

[1]Optional.

Title	Term 2
Conversational French	CF

If the title consists of one word only, use the first three letters of that word.

Title	Term 2
Punctuation	PUN

If an item is found to be a new edition of a previously cataloged item and bears the same title, add the year of publication, release, or copyright to Term 2.

Title	Term 2
Conversational French	CF(78)
(published in 1978)	

If an item has the same title as a previously cataloged item but has no relation to it other than subject and title, add a hyphen and numeral (accession number) to Term 2.

Title	Term 2
Conversational French	CF
Conversational French	CF(78)
(new edition of CF)	
Conversational French	CF-2
(same title, different author)	

While the system does attempt to keep together various editions of an item, it does not attempt to keep items in alphabetical order by creator.[2]

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[2]For consistency, it is also recommended that descriptive cataloging employ title main entry rather than creator main entry. Note on filing order: In Term 2, parentheses precede hyphens in the same position (i.e., immediately following the letters).

Term 2 could have been only an accession number. An accession number would identify the item and provide for an orderly, consistent arrangement within the subject area. The title format is recommended, however, for the following reasons:

1. The alpha format would provide a greater distinction between terms, thus reducing filing confusion.

2. In the process of assigning a classification number, the shelf list would be checked in order to prevent duplicate call numbers. The alphabetical title term would at that time serve also as a check for determining whether the item in hand was in reality an added copy or a new edition of an item already in the collection.

See the music, literature, and philosophy schedules for treatment of Term 2 in those fields.

Term 3

Term 3 is created by assigning a part number and format code to the item. The number for a one-part item will always be 00. A two-part item will have the designations 01 on part one and 02 on part two.

Example

Workbook containing text, problems, and answers = 00

Set consisting of a workbook with problems and a cassette containing answers and explanatory material:

workbook = 01 cassette = 02

It would, therefore, be clear that an item identified with 00 was complete in itself and could be used alone. An item identified

with 01, 02, etc., would signify that the item was part of a set and that descriptive material or a cataloging record should be consulted to determine parts needed.

It may be necessary to indicate volume numbers as well as part numbers. For example, for a two-volume work, each volume having a workbook, a set could be identified:

v1,01 v1,02	for volume 1	v2,01 v2,02	for volume 2

Standardized format designators may be added to Term 2 if desired:

01-wb	part one, workbook
02-c	part two, cassette
v1,01-b	volume one, part one, book

Term 4

Term 4 is formed by a lower-case c and a number, providing a unique identifying number for the item in hand. For example, if the learning center receives three identical copies of an item, one will be labeled c1 (copy 1), one will be labeled c2 (copy 2), and one will be labeled c3 (copy 3). It is recommended that copy numbers for the same title never be reused. That is, if the second of three copies is lost and a replacement received, the replacement should be labeled c4, not c2. Missing copies have a way of reappearing long after it was thought possible. If copy numbers have subsequently been reused, duplicate numbers result.

Call Number Format

The call number may be written in either of two ways. The easier one to read and to file is a vertical arrangement with each term at a different level. The call number of A Manual for Writers of Term Papers, Theses and Dissertations would be written as follows:

2E7	Classification for research papers
MWT	A Manual for Writers of Term Papers . . .
00-b	One-part item in book format
c1	Copy 1

This call number may be written horizontally. If so, each term should be set apart by diagonals: 2E7/MWT/00-b/c1. The diagonals clearly delineate terms to be used for filing order. The horizontal fashion might prove more appropriate for cassette labels.

Filing Rules

This system assumes a straightforward numerical-alphabetical filing arrangement. Always starting with Term 1 and working downward, the filing order is:

Term 1	Numerical, alphabetical, numerical, and hyphenated numerical
Term 2	Alphabetical, parenthetical, hyphenated numerical, or alphabetical, hyphenated numerical, and parenthetical (depending on circumstances)
Term 3	Numerical, alphabetical (when mixed-media formats are integrated on the shelves)
Term 4	Numerical

Examples

1B6	Drug dependence
BH	Beating the Habit
00-fs	one-part item, filmstrip
c1	copy 1
5K1	French language
BCF	Basic Conversational French
00-b	one-part item, book
c1	copy 1
5K1	French language
BCF	Basic Conversational French
00-b	one-part item, book
c2	copy 2
5K2	German language
GME	German Made Easy
01-b	Part 1 of a multi-part set. Part 1 is a book.
c1	copy 1
5K2	German language
GME	German Made Easy
02-c	Part 2 of a multi-part set. Part 2 is a cassette.
c1	copy 1
5K2-1	German literature and culture
GC	German Civilization (for German language students)
00-b	one-part item, book
c1	copy 1
5K2-1	German literature and culture
GC(78)	German Civilization (later edition)
00-b	one-part item, book
c1	copy 1
5K2-1	German literature and culture
GC-2	German Civilization (different author)
00-b	one-part item, book
c1	copy 1
5K2-1	German literature and culture
GC-2(76)	German Civilization (same author as above,
00-b	one-part item, book later edition)
c1	copy 1
5K2-1	German literature and culture
LG	Literature of Germany (for German language
00-b	one-part item, book students)
c1	copy 1
8B5-1	Organizational development
ODP	Organizational Development in Practice
00-f16	one-part item, 16mm film
c1	copy 1

LEARNING ASSISTANCE CENTER MATERIALS

CLASSIFICATION SCHEME

1 Personal Development

1A Health
1A1 General (Health as it affects study. Holism.)
Special aspects of health
1A2 Diet
1A3 Sleep
1A4 Exercise
(See also 6R7-3.)
1A5 Vision. Eye care.
(For eye movement, see 2B4.)
(For act of reading, see 2B.)
1A6 Grooming. Body awareness.

1B Feelings and emotions
1B1 General
(See also 6J4.)
1B2 Special aspects
Tension. Relaxation.
(For special systems such as transcendental meditation, subdivide, e.g., 12-1.)
1B3 Loneliness
1B4 Depression
1B5 Alcoholism
1B6 Drug dependence

1C Interpersonal relations
1C1 General (Communication in general: listening, responding, understanding, etc.)
1C2 Communication training systems (general)
1C2-1 Encounter groups
1C2-2 Psycho-cybernetics
1C2-3 Transactional analysis
1C3 Assertiveness training
1C4 Social skills. Etiquette. (Includes problems of dating.)
(For grooming, see 1A6.)

1D School attitudes and motivation.
1D1 General (*Adapting to college. College life.*)
1D2 Personal adjustment. Motivation.
1D3 Counseling. Guidance.
1D4 Planning
(See also 2A2.)
Special aspects of planning
1D5 College goals
1D6 Course schedules
1D7 Transfers

1E Life planning
1E1 General
1E2 Self-analysis/self-concepts
1E3 Planning. Goal setting.
1E4 Career planning.
(For career descriptions and job-seeking strategy, see 8A.)

2 Personal Learning Skills

2A Study management
2A1 General
2A2 Time management
2A3 Task organization
2A4 Study environment

2B Reading
2B1 General
2B2 Concentration
(See also 2A4.)
2B3 Comprehension and memory
2B4 Rate (General, including eye movement and flexibility of purpose, techniques for rate building. Subdivide for well-known techniques, e.g., 2B4-1, Evelyn Wood.)
2B5 Study reading (General, including techniques, e.g., marking the text, outlining, etc.)
2B6 Structural or analytical study reading (e.g., textbooks, scientific articles, social sciences)
2B7 Interpretative or synthetic study reading (interpreting literature)
2B8 Critical evaluation (literature, social sciences, etc.

2C Responsive listening-notemaking
2C1 General
2C2 Listening (and comprehension)
2C3 Notetaking (from oral source. Includes preparation of notes for use.)
2C4 Classroom discussion

2D Testing skills (curricular)
(For standardized tests, see 4.)
2D1 General
Exams, by type
2D2 Essay
2D3 Objective (Includes true-false, multiple choice, fill-in)
2D4 Open-book
2D5 Oral
2D6 Take-home

2E-2G Writing assignments
2E1 General
2E2 Classes of composition (General)
Classes or composition, by type
2E3 Abstract
2E4 Critique/critical analysis
2E5 Essay/theme
2E6 Journalistic report
2E7 Laboratory report
2E8 Research paper (term paper, thesis, dissertation)
2E9 Special disciplines
(Form classification number by subdividing for each discipline, e.g., 2E9-1, history.)
2E10 Reviews (Book reviews, reports, movie or television reviews, etc.)
(For more formal critical analysis, see 2E4.)
2E11 Speeches and oral reports (written preparation)
2E12 Business reports and correspondence (Prefer 8C3.)
(For resumes and letters-of-application, see 8A7-1)
2F1 Prose style (general)
Prose styles, by type
2F2 Exposition
2F3 Definition
2F4 Judgment
2F5 Argument
2F6 Description
2F7 Narration
2F8 Comparison
2F9 Problem-solution
2F10 Cause and effect
2G1 Technical aspects (general)
Technical aspects (specific)
2G2 Topic selection
2G3 Research method (other than library research. For library research, see 2P.)
(For research methods in specific disciplines, see 5-8).
2G4 Outlining and organizing
2G5 Taking notes. Working bibliography. Determining authority.
2G6 Documentation (Bibliography, footnotes, paraphrasing, plagiarism)
2G7 Format (presentation format, including tables and illustrative matter)
2G8 Editing

2H-2M Writing skills
2H1 General
2J1 Grammar (General)
2J2 Parts of speech (general)
2J2-1 Nouns
2J2-2 Adjectives. Adverbs. (Modifiers)
2J2-3 Pronouns
2J2-4 Verbs. Verbals.
2J2-5 Conjunctions
2J3 Syntax (general)
2J3-1 Clauses
2J3-2 Phrases
2J3-3 Agreement
2K1 Punctuation (general)
(May be subdivided for individual punctuation marks, e.g., 2K1-1, comma.)
2L1 Rhetoric. Composition. (general)
Sentence. (See Syntax, 2J3.)
2L2 Paragraph (Includes unity, clarity, coherence, transitions. Subdivide if needed.)
2L3 Figures of speech (Includes simili, metaphor, hyperbole, personification, etc. Subdivide if needed.)
2M1 Handwriting

2N Dictionary and vocabulary
2N1 General
2N2 Dictionary and other word book usage (thesauri, synonym-antonym books, etc.)
2N3 Vocabulary building (general)
2N3-1 Prefixes
2N3-2 Suffixes
2N3-3 Roots
2N4 Specialized vocabulary (May be subdivided by specialty, e.g., 2N4-3, chemistry.)
2N5 Spelling

2P Library research
2P1 General (Including library arrangement and techniques of research.)
2P2 Reference materials (Including periodical indexes. See 2N2 for dictionaries and word books.) (May be subdivided by type, e.g., 2P2-2, biographical dictionaries.)
2P3 Catalog and classification systems
2P4 Special library services and programs

2Q Computational skills (basic)
2Q1 General
(See 7C1 for more advanced mathematical skills.)

3 English As a Second Language

(For materials on the teaching of ESL, see 9F11.)

3A1 Texts and exercises (Including non-print programs and exercises.)
3A2 Texts especially for specific language groups

3B1 Tests

3C1 Readers (general)
3C2 English, by ethnic group interest
(May be subdivided by group, e.g., 3C2-1, Armenian.)
3C3 Foreign language readers
(May be subdivided by language.)

3D Dictionaries and other word books
3D1 English
3D2 Foreign
(Subdivide by language.)
3D3 Bi-lingual
(Subdivide by the language named first.)

3E1 Encyclopedias

3F1 Miscellaneous teaching aids

4 Standardized Tests

4A1	General (about standardized tests)
4B	General education tests (Subdivide by type of test, e.g., ACT, 4B2; GED, 4B8; SAT, 4B17; etc.)
4C	Educational, by subject area (Subdivide by subject area, e.g., GMAT, 4C11.)
4D	General vocational/professional (Subdivide by agency, e.g., Federal service entrance exams, 4D5.)
4E	Vocational/professional by subject area (Subdivide by subject area, e.g., accountant, 4E2.)
4F	Other (Subdivide as needed.)

For Term 2 of the call number, use either the standard abbreviation for the test or the first letter of the first three substantial words in the title. If the title is one word only, use the first three letters.

For separately printed test answers, append a lower-case x to the "part number" area of Term 3 of the call number.

5, 6, and 7 Curriculum Aids

5 Humanities and Fine Arts

5A Art
5A1 General
5A2 Art history
5A3 Art appreciation
5A4 Art activities
5A4-1 Ceramics. Sculpture.
5A4-2 Drawing. Painting. Illustration.
5A4-3 Graphic design. Print making. Interior design
(See 6K3.)
5A4-4 Metalsmithing and jewelry
5A4-5 Textile design
5A4-6 Theater design
5A4-7 Other
5A5 Art for special subjects
(See also 6P4.)
5A5-1 Biomedical art

5B Dance
(See also 6R7-5.)
5B1 General

5C Music
5C1 General. History and literature of music.
5C2 Composition (Including arranging. Textbooks, how-tos.)
5C3 Instruments (General. Including bands and orchestras. Textbooks, how-tos.)
5C4 Instruments (Specific. Subdivide by type, e.g., 5C4-3, clarinet.)
5C5 Choral-vocal (Textbooks, how-tos.)
5C6 Performance (Textbooks, how-tos.)
5C7 Music (Individual composers.)
(Arrange call number by composer, using first four letters of the last name, then by title, using the first initials of the first three words that are not articles, prepositions, or conjunctions. For composers having the same last name, follow the name initials with a -2, -3, etc. as appropriate. Example of call number:

5C7	Term 1, subject
STRA	Term 2, composer
VW	Term 3, title of work
00-c	Term 4, 1 part, cassette
c1	Term 5, copy 1

5C7 (continued)

5C7	Term 1, subject
STRA-2	Term 2, composer, same last name only, or same first four letters of last name
TAL	Term 3, title of work
00-sm	Term 4, 1 part, sheet music
c1	Term 5, copy 1

If the item in hand contains more than one work by the composer, Term 3 will be based on the overall title. If there is no overall title, Term 3 will be based on the first work on the item.)

5C8 Music (Compilations with more than one composer)
(Arrange by title of item (e.g., album cover title), using the first initials of the first two or three words that are not articles, prepositions, or conjunctions; or in the case of one-word titles, use the first three letters of the title.)

5C9 Music (Performers)
(Use this classification only if the performer or performing group is the principal element on a recording. Build the call number as for 5C7.)

5C10 Special topics

5D Theater arts
5D1 General
5D2 Performance (Acting. Directing.)
5D3 Technical (Scenery. Costume. Lighting design.)
(See also 5A4-6.)

5E Radio-television
(See also 5F3.)
5E1 General (History and regulation of broadcasting, etc.)
5E2 Radio techniques (Operation, planning, performing, writing, and producing.)
5E3 Television techniques (Operation, planning, performing, writing, and producing.)

5F Journalism
(See also 2E-2G.)
5F1 General (Including mass communications.)
5F2 Newspaper. Magazine.
5F3 Broadcast
(See also 5E.)
5F4 Public relations

5G Speech
5G1 General
5G2 Communication theory
5G3 Rhetoric (Oral interpretation. Public speaking.)

5H Comparative literature
5H1 General

5J English language and literature
(For grammar, see 2J. For ESL, see 3.)
5J1 American and English literature (General)
5J2 Fiction
5J3 Poetry
5J4 Drama
5J5 Specific authors
(Arrange by author, using the first four letters of the last name, then by title, using the first initial of the first three words that are not articles, prepositions, or conjunctions. In the case of one-word titles, use the first three letters. For authors having the same last name, differentiate by adding -2, -3, etc. to the last name code.

Example:

5J5	Term 1, subject area
SCOT	Term 2, author-subject
TRE	Term 3, title
00-b	Term 4, 1 part, a book
c1	Term 5, copy 1

5J5	Term 1, subject area
SCOT-2	Term 2, author-subject same last name, different person
IVA	Term 3, title
00-b	Term 4, 1 part, a book
c1	Term 5, copy 1

5J6 Linguistics

Foreign languages
5K European
5K1 French language
5K1-1 Literature and culture
5K2 German language
5K2-1 Literature and culture
5K3 Greek language
5K3-1 Literature and culture
5K4 Italian language
5K4-1 Literature and culture
5K5 Latin language
5K5-1 Literature and culture
5K6 Portuguese language
5K6-1 Literature and culture
5K7 Russian language
5K7-1 Literature and culture
5K8 Spanish language
5K8-1 Literature and culture

5L Australasian. Oceania.
5L1 Chinese language
5L1-1 Literature and culture
5L2 Hebrew language
5L2-1 Literature and culture
5L3 Japanese language
5L3-1 Literature and culture
5L4 Sanskrit. Pali.
5L4-1 Literature

5M Languages from other areas

5N Philosophy and religion
5N1 Philosophy (general)
5N2 Ethics
5N3 Logic
5N4 Metaphysics
5N5 Epistemology
5N6 Individual philosophers
(Arrange as for specific authors, 5J5.)
5N7 Religious studies

5, 6, and 7 Curriculum Aids

6 Social and Behavioral Sciences

6A	Anthropology and ethnology
6A1	General
6B	History
6B1	General
6B2	World
6B3	Western civilization (Includes ancient and medieval)
6B4	Modern European (since 1453) (May be subdivided by country or region, e.g., Germany, 6B4-6.)
6B5	Russian
6B6	British (Includes the Commonwealth as a whole) (May be subdivided by country or region.)
6B7	Latin American (May be subdivided by country or region.)
6B8	United States and Canada (May be subdivided by country, state or province.)
6B9	Australasian (May be subdivided by country or region.)
6B10	African (May be subdivided by country or region.)
6C	Geography
6C1	General
6C2	Cultural
6C3	Economic
6C4	Physical
6C5	Regional
6C6	Urban
6C7	Map construction and interpretation
6D	Economics
6D1	General
6D2	Macroeconomics
6D3	Microeconomics

6E Business administration
6E1 General
6E2 Accounting
6E3 Finance
6E4 Management (See also 8B.)
6E4-1 Human resources
6E4-2 Operations management and technology
6E5 Marketing
6E6 Quantitative systems

6F Political science
6F1 General
6F2 International relations
6F3 Comparative politics
6F4 Political theory
6F5 Public law
(See also 6H3.)
6F6 Politics and policy formation
6F7 Public policy and administration

6G Sociology
6G1 General
6G2 Family
6G3 Social organization, disorganization. Groups.
6G4 Deviant behavior. Controls. (Includes social controls in general such as family, religion, law. For penology, see 6H2.)
6G5 Research methods.
(See also 2E8.)

6H Criminal justice
6H1 General
6H2 Law enforcement and corrections
6H3 Legal
6H4 Criminalistics and industrial security

6J Psychology
6J1 General
6J2 Sensation and perception
6J3 Learning
(See also 9E2.)
6J4 Emotion and motivation
(For dealing with emotions and motivation on a practical rather than theoretical basis, see 1B1 and 1D2, respectively.)

6J (continued)
6J5 Neuropsychology
6J6 Social psychology
6J7 Developmental psychology
6J8 Abnormal psychology
6J9 Personality structure and development
6J10 Laboratory and field methods
(Place methods for particular areas of psychology within the areas, e.g., Laboratory methods in neuropsychology, 6J5-1.)

6K Home economics
6K1 General
6K2 Child and family development
(Prefer 6G2 for Family development.)
6K3 Environmental factors. Housing and interiors.
6K4 Family finance. Consumer sciences.
6K5 Food and nutrition
6K6 Textiles and clothing
(For Grooming, see 1A6.)

6L Special studies programs
(Create the classification number by assigning a numeral to the program and adding the numeral to 6L, e.g., American studies, 6L2. See the appendix for a list of special studies programs.)

6M Education (See also 9E-9G.)
(Emphasis is on the profession of education.)
6M1 General
6M2 Bi-lingual. Cross-cultural.
6M3 Reading
(For personal improvement of reading skills, see 2B.)
6M4 Special
6M4-1 Handicapped
6M4-2 Gifted
6M5 Administrative services
6M6 Library services
(Professional aspects, e.g., classification techniques, administration of libraries, etc. For library usage, see 2P.)
6M7 Instructional media
6M8 Career guidance (as a professional area)

6N Vocational education
(Emphasis is on vocational education from the teaching and administrative standpoints rather than learning a skill. Create the classification number as for 6L.)
6N1 General

6P Industrial education
6P1 General
6P2 Automotive
6P3 Electricity-Electronics
6P4 Graphic arts. Industrial drawing.
6P5 Industrial crafts
6P6 Metals
6P7 Photography
6P8 Plastics
6P9 Woods

6Q Industrial technology
6Q1 General
6Q2 Construction technology
6Q3 Electronics technology
6Q4 Manufacturing technology
6Q5 Quality assurance

6R Physical well-being
6R1 Nursing (general)
6R2 Physical therapy
6R3 Communicative disorders (general)
6R3-1 Hearing
6R3-2 Speech
6R3-3 The aged
6R4 Health
(See also 1A.)
6R5 Safety
6R6 Physical education (general)
6R6-1 Coaching
6R6-2 Working with the handicapped
6R6-3 Athletic training (Care of athletic injuries.)
(Administration of athletic training programs.)
6R6-4 Corrective therapy
6R7 Activities (general)
Activities (classed)
(May be subdivided by adding additional hyphen and numeral)

6R (continued)

6R7-1 Sports and games (Individual and dual sports)

6R7-2 Aquatics

6R7-3 Fitness. Defense.
(See also 1A4.)

6R7-4 Team sports

6R7-5 Recreational dance
(See also 5B.)

7 Science and Engineering

7A	Life sciences
7A1	Biology
7A1-1	Marine biology
7A1-2	Microbiology
7A2	Botany
7A3	Entomology
7A4	Natural history
7A5	Physiology. Anatomy.
7A6	Zoology
7B	Physical sciences
7B1	Chemistry
7B1-1	Organic
7B1-2	Inorganic
7B2	Geology
7B2-1	Earth science
7B3	Astronomy
7B4	Physics
7B4-1	Mathematical physics
7B4-2	Mechanics, heat and sound
7B4-3	Electricity and magnetism
7B4-4	Light
7B4-5	Nuclear
7B5	Physical science
7C	Mathematical science
7C1	Mathematics (Including mathematics for special disciplines, such as Liberal Arts Mathematics. May subdivide by area, e.g., 7C1-1.)
7C2	Algebra
7C3	Trigonometry
7C4	Finite mathematics
7C5	Calculus
7C6	Computers. Computer programming.
7C7	Statistics. Survey sampling.
7C8	Geometry
7D	Engineering
7D1	Biomedical engineering
7D2	Chemical engineering
7D3	Civil engineering
7D4	Computer engineering
7D5	Electrical engineering
7D6	Industrial-management engineering
7D7	Materials engineering
7D8	Mechanical engineering
7D9	Ocean engineering

8 Occupational-Professional Development

8A Career planning and selection
8A1 Career choice (general)
8A2 Career descriptions in general. Opportunities.
8A3 Career descriptions and opportunities in specific areas
(Subdivide as needed, e.g., Management Consulting, 8A3-5.)
8A4 Self-evaluation (as it relates, specifically, to job hunting)
8A5 Planning. Counseling.
8A6 Vocational-technical education
8A7 Job hunting. Strategy.
8A7-1 Resumes and letters of application
8A7-2 Interviewing

8B Managerial-supervisorial training
8B1 General
8B2 Leadership
(See also 1C1.)
8B3 Ethics
8B4 Administrative procedures (general)
8B4-1 Fiscal planning
8B4-2 Accountability
8B4-3 Personnel management
8B4-4 Time management
(Prefer 8C4.)
8B5 Managerial systems (general)
8B5-1 Organizational development
8B5-2 Management by objectives
8B6 Collective bargaining

8C Occupational-professional skills
8C1 Secretarial science (general)
8C1-1 Office practice
8C1-2 Typing
8C1-3 Word processing
8C1-4 Shorthand (and other dictation/reception methods)
8C2 Business machines
8C3 Business communication (Business reports and correspondence)
8C4 Time management
8C5 Charting (e.g., PERT; workflow)
8C6 Parliamentary procedure

9 Learning Assistance Support Systems

9A Learning assistance and learning assistance centers
9A1 General (Including management)

9B1 Local learning assistance center (e.g., California State University at Long Beach Learning Assistance Center) (General)
Programs and services
9B2 EOP
9B3 ESL
9B4 Math lab
9B5 Nursing
9B6 Veterans' lab
9B7 Standardized testing

9C In-service training: operational
9C1 General
9C2 Manager
9C3 Receptionist
9C4 Aides
9C5 Program and service directors
9C5-1 EOP
9C5-2 ESL
9C5-3 Math lab
9C5-4 Nursing
9C5-5 Veterans' lab
9C5-6 Standardized testing

9D In-service training: learning assistance practitioners
9D1 General (Including LAC facilitator orientation and evaluation)

9E-9G Instructional development
9E1 General
9E2 Learning (i.e., the phenomenon)
9E3 Teaching-learning process
9E4 Learning disabled
9E5 Student-teacher relationship (General, including understanding and being understood. Conflict resolution.)
9E6 Teaching styles (Presentation skills, questioning skills, discussion or group leading)
9E7 Student learning styles (Role playing, etc.)

9F	Teaching specific areas (For teacher's manuals for specific programs, see the appropriate area of Personal Learning Skills, section 2.)
9F1	Combination of skills
9F2	Reading
9F3	Listening
9F4	Writing (Composition and grammar)
9F5	Dictionary and vocabulary. Spelling.
9F6	Library research
9F7	Basic computational skills
9F8	Communications
9F9	Career guidance
9F10	Occupational-professional skills
9F11	ESL

9G	Educational methodologies and technologies (About and design)
9G1	General
9G2	Competency-based instruction
9G3	Computer-assisted instruction
9G4	Contract learning systems
9G5	Experience-based learning
9G6	Modular instruction
9G7	Programmed learning
9G8	Self-paced instruction
9G9	Simulation/games
9G10	Teaching machines
9G11	Tutorial teaching
9G12	Workshops

Appendix

EXAMPLES OF SPECIAL STUDIES PROGRAMS

American Indian studies
Asian American studies
Asian studies
Black studies
Computer studies
Environmental studies
Experiential learning
General honors program
International business
Latin American studies
Liberal arts legal studies
Liberal studies program
Medieval and Renaissance studies
Mediterranean studies
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Museum studies
Russian-East European studies
Urban studies
Women's studies

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